

POCATELLO COMMUNITY CHARTER SCHOOL

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Sponsoring District: Pocatello School District

LOCATION: Pocatello	OPENING DATE: September 9, 1999																												
GRADE LEVELS & STUDENT ORGANIZATION: K-8 Multi-age with the exception of kindergarten	STUDENT/FTE TEACHER RATIO: 20/1 STUDENT/ADULT RATIO: 20/2																												
ADMISSIONS POLICY: We have a lottery drawing each quarter and new applicants are put on the waiting list in the order they were drawn. Siblings of children already enrolled in the school are given preference.																													
FACILITY: <i>We rent a space in the Westwood Mall. PCCS has renovated the space to meet our needs. The facility meets ADA requirements. Our plans are to stay in this space for at least a couple more years with the hope of eventually moving to a larger facility with more natural light, room for expansion, and a gym.</i> <input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary Square Feet: 1042																													
STUDENT PROFILE*: (SHOULD ADD TO 100%) <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%;">Asian/PacIs:</td> <td style="width: 10%;">3%</td> <td style="width: 30%;">Free/reduced lunch eligibility:</td> <td style="width: 30%;">35%</td> </tr> <tr> <td>Black:</td> <td>0%</td> <td>Special needs:</td> <td>17%</td> </tr> <tr> <td>Hispanic:</td> <td>6%</td> <td>LEP:</td> <td>0%</td> </tr> <tr> <td>Native Am:</td> <td>0%</td> <td>Title I:</td> <td>%N/A</td> </tr> <tr> <td>White:</td> <td>92%</td> <td>Children of school organizers:</td> <td>3%</td> </tr> <tr> <td>Multiracial:</td> <td>0%</td> <td>(if you mean founders)</td> <td></td> </tr> <tr> <td>Males:</td> <td>49%</td> <td>Females:</td> <td>51%</td> </tr> </table> <p><i>No major differences between your school and the district, were noted</i></p>		Asian/PacIs:	3%	Free/reduced lunch eligibility:	35%	Black:	0%	Special needs:	17%	Hispanic:	6%	LEP:	0%	Native Am:	0%	Title I:	%N/A	White:	92%	Children of school organizers:	3%	Multiracial:	0%	(if you mean founders)		Males:	49%	Females:	51%
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MISSION: To create a partnership of parents and teachers, dedicated to <i>academically challenging each student</i> , emphasizing innovation and flexibility.																													
CALENDAR: Starting Date: August 27, 2002 Number of days in operation: 180 Number of hours of instruction: Kindergarten – 459.02, 1 st /2 nd – 887.62, 3 rd -8 th – 920.12 Number of days for students: 180 Number of contract days for teachers: 190 Vacations: Winter vacation – Dec. 24-Jan. 1, Spring Break – April 8-12 Holidays: Labor Day, Thanksgiving (2 days), Martin Luther King's B-Day, President's Day, Memorial Day																													

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
	E.D. Hirsch's Core Knowledge	<input type="checkbox"/>	Service Learning	<input checked="" type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input type="checkbox"/>	Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
	Exped. Learning Outward Bound	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	Check all assessments that your school used this year to measure student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	NWEA Levels Tests (MAPS)	<input type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Other Norm Referenced Standardized Assessments : (name)	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
			School Developed Assessments	<input checked="" type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: We look at areas of strength and weakness as a school and across grade levels and we adjust instruction accordingly. Standardized tests do not guide our curriculum but the results help us strengthen some areas.			

STUDENT ACHIEVEMENT DATA

IRI Proficiency Levels Fall 2001

	K	%	GL3	%	GL2	%	GL1	1st	%	GL3	%	GL2	%	GL1	2nd	%	GL3	%	GL2	%	GL1	3rd	%	GL3	%	GL2	%	GL1
Total Students	20	70	14	25	5	5	1	20	85	17	10	2	5	1	20	60	12	20	4	20	4	21	67	14	33	7	0	0
Male	10	70	7	30	3	0	0	12	75	9	17	2	8	1	9	67	6	11	1	22	2	12	50	6	50	6	0	0
Female	10	70	7	20	2	10	1	8	100	8	0	0	0	0	11	55	6	27	3	18	2	9	89	8	11	1	0	0
White	19	68	13	26	5	5	1	19	84	16	11	2	5	1	20	60	12	20	4	20	4	0	0	0	0	0	0	0
Black/ Hispanic/ Native American/ Asian**	1	100	1	0	0	0	0	1	100	1	0	0	0	0	0	0	0	0	0	0	0	21	67	14	33	7	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Ed	2	0	0	50	1	50	1	3	67	2	0	0	33	1	1	0	0	0	0	100	1	1	0	0	100	1	0	0
Title 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

IRI Proficiency Levels Winter 2002

	K	%	GL3	%	GL2	%	GL1	1st	%	GL3	%	GL2	%	GL1	2nd	%	GL3	%	GL2	%	GL1	3rd	%	GL3	%	GL2	%	GL1
Total Students	20	65	13	20	4	15	3	20	55	11	30	6	15	3	20	70	14	15	3	15	3	20	65	13	25	5	10	2
Male	10	60	6	20	2	20	2	12	42	5	42	5	17	2	10	70	7	10	1	20	2	10	50	5	30	3	20	2
Female	10	70	7	20	2	10	1	8	75	6	13	1	13	1	10	70	7	20	2	10	1	10	80	8	20	2	0	0
White	18	67	12	17	3	17	3	19	58	11	26	5	16	3	19	68	13	16	3	16	3	19	68	13	21	4	11	2
Black/ Hispanic/ Native American/ Asian**	2	50	1	50	1	0	0	1	0	0	100	1	0	0	1	100	1	0	0	0	0	1	0	0	100	1	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Ed	4	25	1	25	1	50	2	3	0	0	67	2	33	1	2	0	0	0	0	100	2	0	0	0	0	0	0	0
Title 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Fewer than 5 students were tested per grade in some of the other Ethnicity. Hence the results are combined for all other Ethnicity categories and reported as "Black/ Hispanic/ Native American/ Asian" to maintain student confidentiality under FERPA.

Note : GL3 - At Grade Level; GL2 - Near Grade Level; GL1 - Below Grade Level

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Evidence
♦ To give students experience and encouragement in independent, creative, and critical thinking		<i>Please see comments on following page.</i>
♦ To give students the experience and skills to adapt to, learn from, and initiate change		
♦ To build confident, motivated, disciplined, successful learners who will continue learning all their lives		
♦ To challenge each student and provide the hands-on, real world experiences necessary for mastery of academic disciplines and democracy skills		

The Intermountain Center for Educational Effectiveness conducted our programmatic audit. The audit report states that the goals listed above “are (almost by definition) large, general goal statements that defy specific assessment or measurement attempts. More specifically, the PCCS charter goes on to state that these goals are to be achieved through the use of specific program components.” Those program components are:

- *Integrated curriculum*
- *Child-centered curriculum*
- *Experiential learning*
- *Cooperative learning*
- *Multiple intelligences*
- *Portfolio assessment*
- *Team teaching*
- *Personal education plans*
- *Learning community*

Dr. Jack Coffland, acting on behalf of the Intermountain Center for Educational Effectives reported, “It should be stated that PCCS is doing the vast majority of the practices and activities outlined in the original charter. All of the information is submitted to show that PCCS is a working, viable organization. It is fully staffed; it meets its enrollment cap and has a student waiting list. It has a nice compliment of parent volunteers, both for standing committees and for special projects and/or classroom activities. To conclude in one phrase, for the year being evaluated, PCCS is truly a viable organization.”

In addition, as we reported last year, PCCS has adopted the Idaho State Achievement Standards as the measurable education goals for our school. We have worked all year to develop a portfolio assessment system that remains true to the model of Expeditionary Learning Outward Bound (ELOB), is aligned with the state achievement standards, and yields quantifiable data. The assessment system was completed in March of this year. We presented our work at the ELOB National Conference and an article on our assessment system was published in the national ELOB Fieldwork newsletter and can be found on the ELOB website. The system includes portfolio requirements for each multi-age level, a series of assessment rubrics, which are based on the state standards for each core area, and a portfolio summary that serves as a “report card.” The portfolio summary will allow us to collect and report quantifiable data on the extent to which our students have met or exceeded the standards. Since the system was just put into place and we cannot retroactively assess students’ portfolio work with the current rubrics, we do not yet have data to report. We look forward to providing this type of information in next year’s NWREL report.

The portfolio requirements include the following components of our program:

- *Personal statement*
- *Character letters*
- *Expedition log*
- *Service log*
- *Assessment rubrics*
 - *Language Arts*
 - *Viewing*
 - *Math Investigation*
 - *Science Investigation*
 - *Social Studies Investigation*
 - *Health/PE*
- *Math proficiency*
- *Artistic appreciation*
- *Artistic creation*
- *Reflects on ELOB Design Principles*

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position		Highlight One: E=Elected A=Appointed		
	Governing Board of the Charter School	P	S	ST	CM	2 yrs.		E	A	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: twice monthly ❖ General meeting times: 1st and 3 rd Thursdays, 6:30-10:00 p.m. ❖ Describe how meetings are posted to the public: posted in school lobby 48 hours in advance
		P	S	ST	CM	1 yr.		E	A	
		P	S	ST	CM	6 mos.		E	A	
		P	S	ST	CM	2 mos.		E	A	
		P	S	ST	CM	2 yrs.		E	A	
		P	S	ST	CM	1 yr.		E	A	
		P	S	ST	CM	1 mo.		E	A	
		Title				Length of time in current position		Also teaches in classroom		<i>Other Notes Related to Administration</i>
	Administration	Dean				1 year, 9 mos.		Y N		Love the job. Get to work with fabulous teachers, kids, and families.
		Name				# P	# S	# ST	# CM	<i>Other Notes Related to Committees</i>
	Committees	Library Technology Playground Family Advisory Council				3 3 3 12	1 1			

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student		\$4350
Operating Budget		\$721,786
Sources Of Funding		<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$561,394</p> <p>Enhancement \$:450</p> <p><input type="checkbox"/> Technology</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants/including federal start up funds \$176,214</p> <p><input checked="" type="checkbox"/> Donations/fundraising \$6016</p> <p>Additional Federal Funding: \$12,000</p> <p>◆ Students Identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized: special education teacher salary</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt		\$70,623 As Of 5 / 1 /02
OTHER	2000-2001	2001-2002
Student Attendance Rate	93%	94.5%
Student Discipline	# suspensions to date: 0 % of students: # expulsions to date: 0 % of students: # of referrals to date: 0 % of students:	# suspensions to date: 2 % of students: 1% # expulsions to date: 0 % of students: # of referrals to date: 0 % of students:
Student Enrollment	Total: 140 Waiting List: 125	Total: 160 Waiting List: 235
Number Of Students Leaving Mid-Year		Reasons For Leaving: # Transferred: 18

OTHER <i>cont.</i>	2000-2001	2001-2002
Staff Development Opportunities	<p>Expeditionary Learning Outward Bound: summer institute, training days in school year, national conference, leadership conference, site visits, Outward Bound professional development courses and summits</p> <p>Guided Reading training Mathlands training Health and Welfare Child Protection Services workshop Three technology training days</p>	<p>Expeditionary Learning Outward Bound: summer institute, training days in school year, national conference, leadership conference, site visits; Outward Bound professional development courses, summits, and institutes</p> <p>Physical and occupational therapy Technology training Early Childhood Conference Reading readiness Gifted and Talented Special Education National Board assessment training (we have one board certified teacher on the faculty)</p>
Teacher Qualifications	Idaho state certification	<p># FT: _____ # PT: _____</p> <p># Special Ed Endorsements: ____</p> <p># Non-Certified Giving Instruction: _____</p> <p>Avg. Teaching Experience: _____ Years</p> <p># with MA Degree: _____</p> <p># with Ph.D. or Ed.D. Degree: _____</p> <p># Teaching in Areas Outside Endorsements: _____</p> <p><i>(No Information Given for Above)</i></p> <p>Idaho state certification</p>
Number of Departing Staff	<p>2</p> <p>Reasons For Leaving:</p>	<p>1</p> <p>Reasons For Leaving:</p>

OTHER <i>cont.</i>	2000-2001	2001-2002
Parent Involvement		Types Of Involvement: <input checked="" type="checkbox"/> in classroom <input checked="" type="checkbox"/> in school <input checked="" type="checkbox"/> take work home <input checked="" type="checkbox"/> other: community representation Estimated number of parents participating: 75%
Business Partnerships (e.g. Community Involvement)		
Transportation		Drive/Are driven in private cars: 97% Walk/Bike: 3%
Lunch Services		Lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 4 Participate in Child Nutrition Program <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Offer free/reduced lunch <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Other Student Services		Counseling <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district